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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

NMCBP000724
TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Centerfield Elementary School

Diane Morgan, Principal
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Crestwood, KY 40014
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School Enrollment: 573

Our School Council

| | |
|----------------|-----------------|
| Bethany Blake | Bobbie Malhotra |
| Diane Morgan | Marcia Rowe |
| Melissa Sheron | Kirk Thomas |

Dear Parents/Guardians: Here is our school’s report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: Centerfield Elementary School, located in Crestwood, KY, is a Kentucky Pacesetter Award-winning school, a K-5 National School of Excellence and a recipient of a 2000 Kentucky Blue Ribbon School award. Centerfield is committed to developing intellectual independence for students. Our priority is to assist students in developing skills to be life-long learners. We provide a comprehensive integrated curriculum for all students, K-5. Teachers strive to address the needs and concerns of students within classroom environments that are positive, respectful, and trusting. The primary program consists of all-day Kindergarten and multi-age/multi-ability 1st, 2nd, 3rd-4th and 5th grade groupings. All levels have a strong focus on reading/writing workshop and hands-on activities in math, science, and social studies. In addition, Centerfield provides instruction in the visual and performing arts, music, physical education, technology, and Spanish.

How Our School Ensures Educational Equity: Our school philosophy and mission statement encourages the use of "best practices" in the classroom. Learning is connected to real life and lessons are designed to develop children as life-long learners. The environment in all classrooms is multi-sensory and child-centered, meeting the needs of students with multiple types of intelligences. Developmentally appropriate activities are planned with a balance between teacher-directed instruction and student-directed learning. An emphasis on open-ended questioning allows students to develop higher level thinking skills. Instruction is differentiated by adapting tasks using flexible groupings, small group work, and student self-reflection. Our curriculum is vertically and horizontally aligned with Kentucky’s Core Content for Assessment, Kentucky’s Program of Studies, and Oldham County Schools District Curriculum Framework.

Other Important Information About Our School

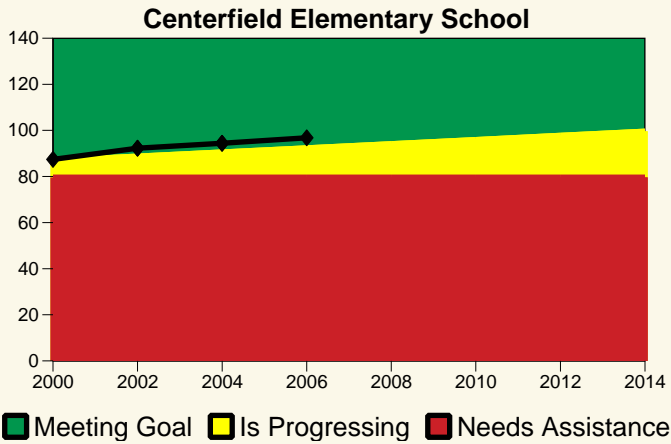
State Contest Results: Centerfield Girls’ Cross Country Team - undefeated in local competition, State Champions for 2006. Two State Rising Star Award winners. Championship Chess Team. Academic Team - 1st in District Competition. KAESP Award for reaching 100 on the Commonwealth Accountability Test (CATS).
Extracurricular Activities: For our primary students we offer soccer, drama, and cross-country. For our intermediate students we have chess, intramural cross-country, basketball, cheerleading, chorus, Orff Ensemble, drama, academic team, WCES News, and Tech Wizards. Other offerings include Girls Scouts, Boys Scouts, and Student Council. Our daycare program offers additional activities for students.
Awards & Recognitions: 2000 Kentucky Blue Ribbon School;2000 Oldham County Teacher of the Year;2000 Kentucky Teacher of the Year Semi-finalist;2002-03 Kentucky Pacesetter School Award;2003-04 Kentucky Pacesetter School Award;2004-05 Kentucky Pacesetter School Award.
What We are Doing to Improve: Centerfield’s Curriculum and Instruction Committee and CSIP and Assessment Committee in collaboration with the SBDM Council are involved in on-going curriculum and assessment review. Teacher teams meet weekly to coordinate instruction and curriculum with appropriate practices at each developmental level. As curricular needs are identified they are communicated to team leaders, administrators, and appropriate committee or SBDM members.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

| Students Sub-Population | Reading | | | | Mathematics | | | |
|----------------------------|----------|--------|----------|--------|-------------|--------|----------|--------|
| | 2005 | | 2006 | | 2005 | | 2006 | |
| | Students | Index | Students | Index | Students | Index | Students | Index |
| ALL Students | 82 | 104.39 | 102 | 104.69 | 96 | 95.27 | 92 | 104.17 |
| White | 78 | 104.86 | 102 | 104.69 | 94 | 96.01 | 88 | 104.14 |
| African American | NA | NA | NA | NA | 1 | NA | NA | NA |
| Asian | NA | NA | NA | NA | NA | NA | NA | NA |
| Hispanic | 1 | NA | NA | NA | NA | NA | 1 | NA |
| Free/Red. Lunch | 5 | NA | NA | NA | 13 | 74.15 | NA | NA |
| Non-Free/Red. Lunch | 77 | 104.93 | 102 | 104.69 | 83 | 98.57 | 92 | 104.17 |
| Limited English | 4 | NA | NA | NA | 1 | NA | NA | NA |
| Non-Limited English | 78 | 103.58 | 102 | 104.69 | 95 | 95.85 | 92 | 104.17 |
| Disability | 11 | 94.55 | 7 | NA | 13 | 60.15 | 11 | 79.26 |
| No Disability | 71 | 105.92 | 95 | 105.61 | 83 | 100.77 | 81 | 107.56 |
| Male | 43 | 103.27 | 40 | 95.3 | 56 | 96.71 | 46 | 103.18 |
| Female | 39 | 105.64 | 62 | 110.75 | 40 | 93.25 | 46 | 105.18 |
| Students Excluded | NA | NA | NA | NA | NA | NA | NA | NA |

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school's performance,

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

| KCCT Test | | 2005 Reading | 2006 Reading | 2005 Mathematics | 2006 Mathematics | 2006 Science | 2006 Writing | 2006 Social Studies | 2006 Arts & Humanities | 2006 PL/VS |
|---------------------------|----------|--------------|--------------|------------------|------------------|--------------|--------------|---------------------|------------------------|------------|
| | | 4th | 4th | 5th | 5th | 4th | 4th | 5th | 5th | 5th |
| Novice | School | % | 3% | % | 4% | 0% | 3% | 4% | 8% | 1% |
| | District | 4% | 5% | 10% | 6% | 2% | 5% | 8% | 11% | 5% |
| | State | 11% | 10% | 25% | 19% | 7% | 9% | 19% | 25% | 15% |
| Apprentice | School | % | 7% | % | 17% | 11% | 47% | 16% | 38% | 10% |
| | District | 12% | 11% | 19% | 14% | 21% | 38% | 14% | 48% | 16% |
| | State | 22% | 20% | 30% | 24% | 35% | 44% | 21% | 48% | 24% |
| Proficient\ Distinguished | School | % | 90% | % | 78% | 89% | 50% | 79% | 54% | 89% |
| | District | 83% | 84% | 72% | 80% | 76% | 58% | 78% | 41% | 78% |
| | State | 68% | 70% | 45% | 57% | 57% | 47% | 61% | 27% | 62% |
| Academic Index | School | | 104.7 | | 104.2 | 115.9 | 80.3 | 102.4 | 87.7 | 109.5 |
| | District | 99.1 | 98.8 | 96.5 | 104.2 | 103.3 | 82.6 | 100.8 | 77.2 | 100.1 |
| | State | 87.1 | 89.4 | 74.4 | 83.7 | 89.1 | 76.4 | 86 | 62.1 | 84.1 |

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

| National Norm Referenced Test (CTBS/5) | Reading | Language Arts | Mathematics |
|--|---------|---------------|-------------|
| | EOP | EOP | EOP |
| School | 65% | 56% | 67% |
| District | 66% | 62% | 72% |
| State | 58% | 54% | 65% |
| Nation | 50% | 50% | 50% |

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

| | Attendance Rate | Retention Rate |
|----------|-----------------|----------------|
| School | 97% | 0% |
| District | 96.1% | 0.9% |
| State | 94.3% | 3.3% |

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

| Visitors are Required to Sign In | All Parents received the District Discipline Code | % Classrooms with Outside Line Phone |
|----------------------------------|---|--------------------------------------|
| Y | Y | 100 |

Procedures in Place in Our School for Drug and

Weapons Detection: Prevention efforts are in place to take a proactive approach toward behavior and drug abuse. Our lifeskills program promotes responsibility and appropriate life choices. Our counselor introduces and reinforces specific skills outlined in our curriculum to address making good choices and to help address practical living skills. Monthly assembly programs recognize students exhibiting appropriate lifeskills. Classroom teachers also reinforce these skills. A serious focus on safety and drills are also in place at Centerfield. Signage designates the restrictions of having weapons in the buildings and all visitors must sign in and report to the office upon entering the building.

| Violation | # of Reported Incidents | # of Students Suspended | # of Students Expelled |
|--------------------|-------------------------|-------------------------|------------------------|
| 1st degree Assault | 0 | 0 | 0 |
| Drug Violations | 0 | 0 | 0 |
| Weapons Violations | 0 | 0 | 0 |

Student Resources

| | Spending per Student | Student/Teacher Ratio | Student per Internet Connected Computer | % of Computers 5 years old or less |
|------------|----------------------|-----------------------|---|------------------------------------|
| Our School | \$4731 | 19:1 | 5.8:1 | 36% |
| District | \$6631 | 17:1 | 3.5:1 | 78% |
| State | \$9252 | 15:1 | 3.7:1 | 66% |

How We Use Technology to Teach: Our goal is to teach students how to utilize computers and technology to improve student achievement. Students use technology to assist them in creating products, conveying ideas and accessing information. Centerfield students have the opportunity to access technology in both the classroom and in two computer labs. Teachers use the Dell Intelligent Classroom to integrate technology into daily instruction. Students also use computers in the classroom to write, research, and create products to enhance learning.

Parental Involvement

| | # of Students Whose Parents/Guardian Had at Least One Teacher Conference | # of Parents/Guardians Voting in School Council (SBDM) Elections | # of Parents/Guardians Serving on the School Council (SBDM) or Its Committees | # of Volunteer Hours |
|------------|--|--|---|----------------------|
| Our School | 571 | 53 | 6 | 3500 |

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

| | School | District | State |
|--|--------|----------|-------|
| % of Teachers with Emergency or Provisional Certification | 3% | 2% | 2% |
| % of Classes Taught by Teachers Who Participated in Content-Focused Professional Development | 100% | 100% | NA |
| % of Core academic Subject Classes NOT taught by Highly Qualified Teachers | 0% | 4% | 3% |
| Average Years of Teaching Experience | 8.8 | 10.9 | 11.7 |
| % of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught | 97% | 99% | NA |

| | B.A. | M.A. | Rank 1 | Specialist | Ph.D | Total % of Teachers |
|---|-------|-------|--------|------------|------|---------------------|
| Professional Qualifications of all Teachers in the School | 29.4% | 55.9% | 14.7% | 0% | 0% | 100% |